

COMPLEMENTARY LIFE SKILLS MANUAL

FOR

In & Out of School Safe Space Mentors



Acknowledgement

This life skills and education training manual is intended for out and in school adolescent girls was adapted from several resources including the Adolescent Girls Initiative – Kenya (AGI-K) financial education curriculum and Mercy Corps Empowering Nigerian Girls in New Enterprise (ENGINE) Training Resources. Other contributing curricula include the Girl Centred program design of the population Council and Assets for Independence Resource Centre.

The learning sessions contained in this manual were developed as part of the Pamoja for Transformation safe space model for adolescent girls and boys, implemented by the Jamii Thabiti-Community Safety and security Programme in Kilifi County. The aim is to expose girls to vital information that helps build their life and health skills. The format is mostly built around stories to help especially girls who have not had formal education to learn with practical examples.

At a basic level, this life skills training focuses on concepts of adolescents and body changes. It also discussed gender dynamics and roles in society, gender based violence and how girls can prevent and respond to violence against women and girls in the community. These skills serve as a foundation for girls, who are transitioning from childhood to becoming young women, who have more responsibilities for marriage, households, children, as well as additional responsibilities related to employment, shelter, and relationships. In this manual, they learn basic life skills to help them protect themselves and avoid risky behaviours that could expose them sexual gender based violence as well as to sexually transmitted infections.

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February 2017

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Pictures & Graphics

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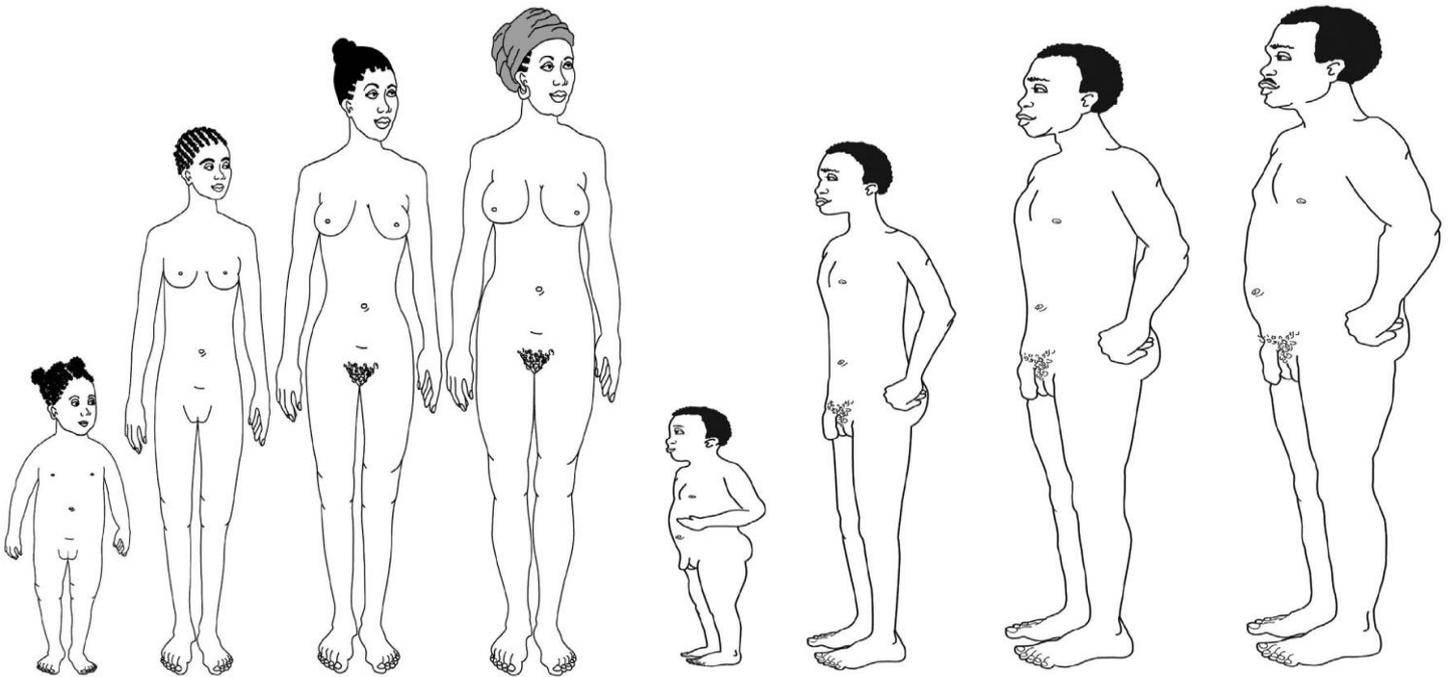
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Design & layout

Myner Logistics

1a (Girls)

SESSION 1: ADOLESCENCE AND PUBERTY



**Typical Physical
Changes in Girls**

**Typical physical
changes in Boys**

1b (Mentor)

SESSION 1: ADOLESCENCE AND PUBERTY

Activity 1.1: Physical changes in both boys and girls

Tell the girls: *Today, we will learn about changes in bodies of girls and boys as they grow, menstruation and how to keep clean during menstruation.*
But before that, we can start with an energizer. The girls or the mentor can come up with one.

Objectives of the activity:

- Identify changes in girls and boys during adolescents
- Mention the process of ovulation and menstruation
- Identify how to keep clean during menstruation

Facilitation Steps

- ❖ Write the topic (“Dealing with adolescence and puberty”) on flip chart.
- ❖ Ask the girls to describe and explain what they see on the picture/drawing below:

Explain that this is how girls’ and boys’ bodies grow and change from being a child to an adult
- ❖ Then divide girls into small groups of five individuals each.
- ❖ Ask each group to brainstorm and discuss the changes that occur on the bodies of girls and boys during adolescents and puberty (10 minutes).
- ❖ Ask each group to choose a representative who will make a brief, 5-minute presentation on the group’s findings.

Add body changes mentioned in the drawing (next page), should be discussed if not mentioned by the girls. (15 minutes).

Mentor Notes

Typical Physical Changes in Girls

- ❖ Rapid increase in height
- ❖ Appearance of auxiliary and pubic hair
- ❖ Widening of the hips
- ❖ Breast growth
- ❖ Beginning of menstruation

Typical physical changes in Boys

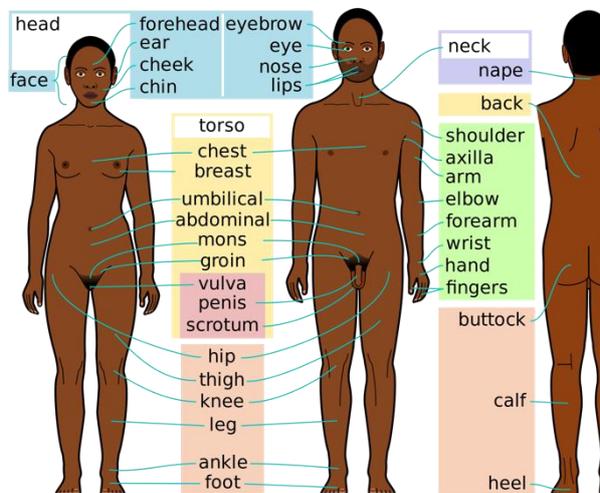
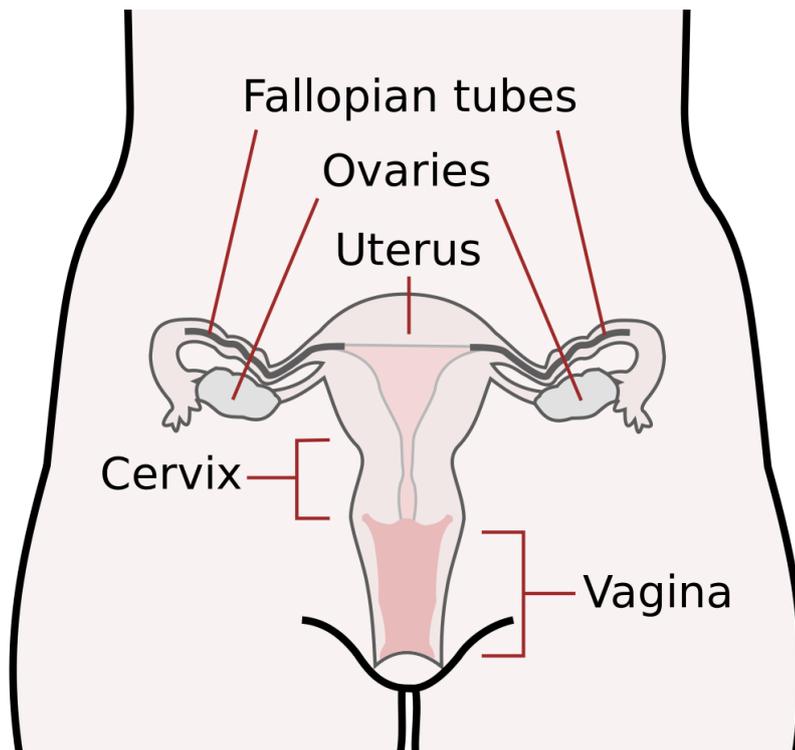
- ❖ Rapid increase in height-Muscle growth
- ❖ Appearance of facial, auxiliary and pubic hair
- ❖ Deepening of the voice
- ❖ Pimples (acne)
- ❖ Enlargement of the penis and testes

Important Facts – Explain to girls

- ❖ Clarify responses and explain that as we grow up, our bodies produce chemicals called hormones that bring changes to our bodies and the way we feel.
- ❖ The changes can be early or later for some young people. It is a stage in our lives commonly called puberty, translated as
- ❖ Puberty is a stage when children become adolescents, and adolescents become adults
- ❖ The changes happen in girls earlier than for boys, usually around the age of 10 or 11 for girls and around the age of 14 for boys although it may begin before or after this age. The changes continue until one is an adult
- ❖ Girls should be aware of these changes in their bodies and the responsibilities and privileges these bring. The changes also occur in their thoughts and feelings
- ❖ The role hormones play in puberty includes helping a girls' body develop the ability to have children such as being able to menstruate and feed babies with breast milk
- ❖ Hormones also create changes in emotions. Girls start to be aware of the changes in their bodies e.g. Girls may feel happy at one moment, and sad in the next. This is a normal change and
- ❖ Menstruation is one important change that happens to a girls' body during puberty

SESSION 2: MENSTRUATION & HYGIENE

CHART OF FEMALE REPRODUCTIVE SYSTEM:



2b Mentor

Tell the girls: *Today, we will learn about menstruation and how to keep our bodies clean during this period. But before that, we can start with an energizer. The girls or the mentor can come up with one.*

SESSION 2: MENSTRUATION & HYGIENE

Activity 2.1: Keeping our bodies clean

Objectives of the session:

✚ Identify and practice keeping clean during menstruation

✚ Understand the process of ovulation and menstruation

Facilitation Steps: Discuss Questions

- ❖ Show the picture of the female reproductive system (on the girls' page) and discuss with the girls the different parts and their functions

Explain to the girls that; to understand how to keep our bodies clean, we are going to start off with several discussion questions

- What ages does menstruation usually start?
- What happens to the body when a girl begins menstruating?
- What are some of the symptoms that come with menstruation? (E.g. headache, cramps, feeling tired, gas etc.)
- What steps can girls take to make sure they remain clean, do not miss school and can still move around happily?

Explain to the girls that, we will learn more about keeping hygiene during menstruation in the next activity – using the story of a girl called Sarah

Activity 2.2: A girl named Sarah



2b (Mentor)

Activity 2.2: The Story of a girl named Sarah

Facilitation Steps:

- ❖ Mentor to read out the story of Sarah to the girls
- ❖ If possible, ask the girls to act out the story in a role play

Sarah is a 12-year-old girl. She stays with her aunty in Kililey village. Sarah attends a nearby primary school during the week and on the weekends, she goes to the bushes to collect firewood with other girls. One day, as Sarah was at home cooking food for the family, she felt something flow down her thighs. Wondering what it could be, she checked and found it was blood.

Sarah was suddenly sad. Unsure of what to do, she went and sat on the ground and the blood continued to flow to the ground.

When her aunty returned home, she found Sarah sited on the ground and looking sad. She asked, “Sarah, what is the problem?”

“There is no problem”, she responds. “Then why don’t you finish washing these plates?” asks the aunt.

Sarah was so scared to tell the aunt what was happening to her. She lied the aunt that she is not feeling well – she is sick.

Sarah continued sitting on ground until it was dark, then she went to bath, entered inside the house and slept. The next morning, Sarah did not go to school. She stayed home until the bleeding stopped. Sarah felt isolated. For three days, she did not join her friends to carryout usual household chores like fetching water, going to the bushes to collect firewood.

Sitting at home alone, Sarah had a lot of questions going on in her mind;

Have any of my friends experienced this? What could be their experience? Should I tell my friend Asha? Will they laugh at me? May be I should tell my aunt – but no, I fear! How can I take care of myself so that I am still able to attend school and do all the house chores with my friends? Who can help me understand this menstruation better?

2a Girls



2b Mentor

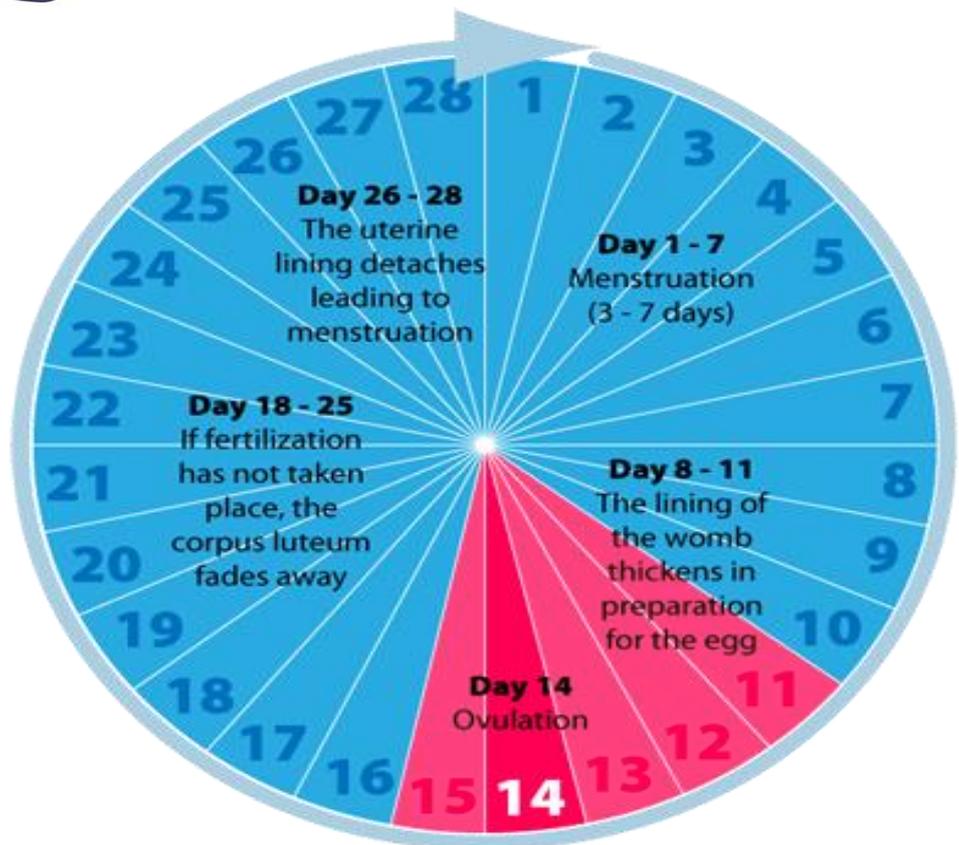
Notes for the mentor

- ❖ Explain to the girls that; following Sarah’s story, we are going to learn about ways to practice good hygiene during menstruation
- ❖ Explain that, while menstruation is a sign of a girl’s physical and sexual maturity, it can bring new discomfort and can be troublesome
- ❖ Ask the girls to discuss why it is important to practice good hygiene during menstruation?
After the girls have shared their thoughts, include these points if not mention (to prevent infections, to prevent bad smells, to prevent accidents/soiling clothing)
- ❖ Ask the girls; what ways can you practice good hygiene during menstruation?

Examples include;

- Use new sanitary pads or clean pieces of cloth.
- Change sanitary pad at least 3 times a day or when soaked.
- Dispose used sanitary pad properly by wrapping it with used paper and nylon bags and throw away into the dustbin or disposal bag.
- Have a bath morning and evening?
- ❖ Explain that, there are typically two main ways of managing the blood flow that comes with monthly menstrual periods. One is using reusable pads, or clothes/rags, and another is disposable – modern pads.
- ❖ Using clothes or rags is a common way to manage menses. Girls and women put these materials inside their underwear/panties to absorb the blood. There are also clothes shape like a sanitary towel that can be fastened onto one’s underwear/panties. All of these should be cleaned daily. It is important to use soap and hot water when washing the clothes/rags/reusable sanitary towels and then hang them up to dry. Do not use them again until they are completely dry or they could lead to infection.
- ❖ Emphasise that menstruation is a normal process. It should not prevent girls and women from living a normal life
- ❖ Girls should discuss with their friends and other people they trust at home, how to live with menstruation, stay clean and still participate in all household chores
- ❖ Explain that, as girls learn to live with menstruation, she will feel strong and confident of herself
- ❖ She will also not miss school on menstruation as she will be able to take care of her needs and get support from people around her

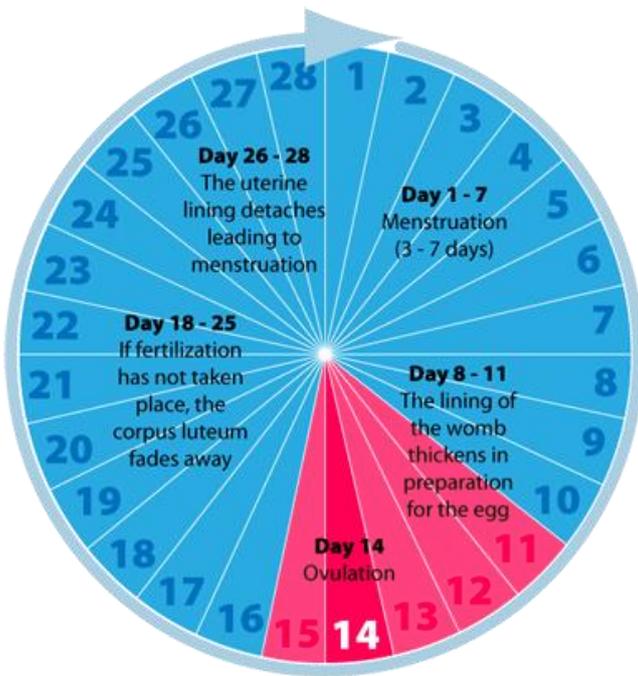
Activity 2.3: The process of menstruation



2b (Mentor)

Activity 2.3: The process of menstruation

Explain that: One of the biggest changes for girls during puberty is menstruation. For most girls, menstruation begins between the ages of 9 and 12, but it can start later. It ends when a woman reaches menopause between the ages of 55 and 60 years



-  Explain that Ovulation is the release of an egg from the fallopian tube
-  One or more eggs are released every 28 days or more in one of the fallopian tubes or both
-  Ovulation occurs in the middle of a girls' menstrual cycle. The egg released will go through the fallopian tube into the womb (uterus), over a period of two days. This period is called a fertile period
-  During this period, a girl can get pregnant, if she has sex with any boy or man
-  If a woman's egg is not fertilised, the body gets rid of the uterus lining and comes out as menstrual blood
-  Menstruation lasts between 3 – 7 days, once a month for most girls and women

Notes for the mentor

- ❖ Ask the girls to share their first menstrual experience?
After the girls have shared their experiences, explain that;
 - ❖ Some communities expect that with menstruation, girls are ready for marriage and ready to begin having children
 - ❖ Menstruation can mark the time when some families remove their children from school and arrange for marriage
- Ask if any of the girls in the club has had such an experience or anyone she knows? How did they feel about it?
- ❖ Explain that, in some communities and cultures, girls and women are perceived to be dirty during menstruation. But that is not the case.
 - ❖ Explain that, for some girls who attend school, they tend to avoid going to school during menstruation because they do not know how to live with their periods in such a public place

2a (Girls)

Activity 2.4: Mentors can also teach girls how to make their own sanitary pads



Mentor Notes

Facilitation steps:

Ask the girls;

- ❖ What kind of materials do you and women in our village use when on monthly periods?
- ❖ Divide the girls into four groups
- ❖ Collect the entire necessary requirement for making the pads.

Mentor demonstrates how the girls can make locals pad

- 1) get a scissor
- 2) cut a piece of paper into different pieces
- 3) cut the papers into a shape of a pantie
- 4) get the paper cuttings
- 5) place it to the real cotton cloth (cut the cloth in the shape of a paper)
- 6) cut the cloth into pieces and sow it inform of a pad
- 7) place the cotton wool

Read out the common myths related to menstruation – girls can answer; True or False

- ❖ Avoid eating certain foods during period – [False]
- ❖ Avoid cold food and bare feet during period because chilliness will make cramps worse – [False]
- ❖ Can't get pregnant because of absence of period when breastfeeding – [False]
- ❖ Don't wash hair when menstruating – [False]
- ❖ Menstruation means you are sick – [False]
- ❖ Using sanitary pads during menstruation can cause sterility – [False]
- ❖ Menstruation period length, normally takes a week – [False, it varies for individuals]
- ❖ Menstrual blood is different from regular blood – [False]

3a (Girls)

SESSION 3: EARLY PREGNANCY AND ITS EFFECTS ON GIRLS

Activity 3.1: Becoming pregnant at the right time



Tell the girls: *Today, we will learn about effects of early pregnancy on girls and why becoming pregnant at the right time is important.*

But before that, we can start with an energizer. The girls or the mentor can come up with one.

3b (Mentor)

SESSION 3: EARLY PREGNANCY AND ITS EFFECTS ON GIRLS

Activity 3.1: Becoming pregnant at the right time

Objectives of the session:

Facilitation Steps: The story of Markaba

Read out the story to the girls:

Markaba is 14 years old, but she appears and acts older. Markaba lives with her parents in Makaror village. Every morning, Markaba with a group of friends go to Wajir town to work as maids and earn some money on monthly basis. With this money, Markaba supports her family with food and also uses some of the money to buy her beads and dera. Markaba has also started saving some of her money. She hopes to start a small business in her village when she is older, so that she can support herself and her children when she gets married.

Markaba is in courtship with Gedi and she thinks he can make a good husband for her. Her friends Daara and Nadhifo also have boyfriends and they already planning to get married in the next year once the rainy season is good and there are enough animals.

But Markaba is worried that if she doesn't get married at the same time with her friends, Gedi will leave her. But at the same time, she feels like she is still young. She feels like she cannot afford to take care of a home yet because she has no proper source of income.

Markaba is wondering whom she can talk to. Then she confides in the woman whom she works for in Wajir town. The woman advised her not to rush into marriage because she is still young. She advised her to first work hard, learn how to save some money and start a business in the village, so that she can earn income to buy food for her family and also take her children to school.

As time went by, the pressure from her friends and some family members became much. Markaba got married at 16 years. She got pregnant and gave birth to her first child. Life became so difficult for her. She no longer had time to work in town because of taking care of the child. Sometimes, she would carry firewood to sell in town, but the money was not enough to buy food for her young family. The money was not even enough for her to save and start a business. She was never able to fulfill her dream of starting a business, earn good money and support her children through school.

-  Learn about pregnancy
-  Understand the consequences of getting pregnant young

3a (Girls)



3a (Mentors)

Notes for the mentor

Facilitation guide:

- ❖ After reading the story: Ask the girls to act a role play of the story
- ❖ Find 6 volunteers (Markaba, Her boyfriend Gedi, Her employer in town, her friends Daara and Nadhifo and her Father – who allows her to marry when young)
- ❖ Explain the role play to the girls. Allow them a few minutes to practice before they do the drama

Discussion

Ask girls the following questions:

- ❖ What should a girl think about before getting married?
- ❖ Am I emotionally ready?
- ❖ Am I financially ready?
- ❖ Am I willing to compromise my dreams for a better future?
- ❖ Will the father of the child(ren) support me?
- ❖ Do your parents want you to get married early? Will they help you when you need support?
- ❖ What are some of the consequences of marrying and having children early?

Examples;

- Low self-esteem
- May drop out of school (for those attending school)
- No job opportunities and no money
- Possibility of contracting STIs and/or HIV
- Too young to carry responsibilities of motherhood
- Difficult delivery of the baby because the girl's body is not well developed to carry and deliver the baby

Notes for the mentor

- ❖ Explain to the girls that, they can become pregnant as soon as they begin puberty and begin to menstruate if they have sexual intercourse
- ❖ The girls need to know that there always many good reasons to delay to marry and have children

Examples are:

- 1) Future aspirations for getting meaningful employment and fend for one self and family.
 - 2) Waiting to have children, which is an obligation for a married woman, until the girls are a bit older and more physically and mentally mature.
 - 3) The family will be proud when one completes school and has a job.
 - 4) Fear of violence — in a marriage situation, there is the possibility of being forced to have sexual intercourse, despite the girl not being ready
 - 5) Better health outcomes for the girl since her body will mature with time
 - 6) Allows for personal development and enjoyment of human rights.
 - 7) Not ready — you feel too young or just not ready. It's important for girls to wait for that moment when they feel ready, not give in to pressure
 - 8) Waiting for the right person — you want the person to wait for you' until you have achieved your dream e.g. the dream of Gedi to start a business, finished education and got a job etc. before you get married.
- ❖ Ask girls to share any other reasons they would give to delay marriage?

4a (Girls)

SESSION 4: AVOIDING SEXUALLY TRANSMITTED INFECTIONS (STIs) AND HIV/AIDS

If possible; ask one of the girls to volunteer to read and explain the story of Loma

My name is Diyaara. I am 18 years old and I stay in Diff Village. Of recent, I noticed I have sores in and around my vagina that are painful and itchy. Urinating is also too painful and difficult. What's even worse is that, I have a bad smell around my private parts. I fear telling my parents because they would know that I have started having sex, after they warned me against hanging around with boys. My boyfriend has been avoiding me and he is so rude to me ever since I found out that he has been having sex with other girls in the village. I still love him and he says he loves me too, but he refuses to use condoms because he says he won't enjoy sex. I also fear telling him about the sores my private parts because he might think I have been having sex with other men too and I fear he will leave me.

Discussion topic 1: After reading Loma's Story

- ❖ Ask the girls to discuss what they know or have heard about sexually transmitted infections such as HIV/AIDS? (it doesn't have to be something you agree with)



4b (Mentor)

Activity 4.1: Learning more about Sexually Transmitted Infections (STIs) and HIV/AIDS

Objectives of the session

- ✚ Learn more about STIs and HIV/AIDS
- ✚ Understand how they are transmitted and what young people can do to avoid getting infected

Tell the girls: *Today, we will learn about sexually transmitted infections and HIV/AIDS, especially how young people can avoid getting infected.*

But before that, we can start with an energizer. The girls or the mentor can come up with one.

NOTES FOR THE MENTOR: Facilitation steps

After reading Loma's Story; Ask the girls to discuss what they know or have heard about sexually transmitted infections such as HIV/AIDS? (it doesn't have to be something you agree with)

Explain that:

- ❖ Sexually Transmitted Infections (STIs) are passed from one person to another through sexual acts. Some STIs have symptoms such as sores in the genital area, burning, itching, discharge, pain when urinating and pain in pelvis (as mentioned in Loma's story)
- ❖ Having an STI makes it easier to become infected with HIV when a person has sex with an infected person
- ❖ HIV is a virus that makes the immune system in humans deficient (lack something) and therefore weakens the immune system.
- ❖ When the immune system is weak, the body is exposed to a range of infections and diseases. The person eventually develops AIDS
- ❖ AIDS is (acquired) – means it's passed from one person to another. It has no cure and eventually kills the infected person. It can be controlled with drugs, but they are costly and not widely available.

Discussion topic 2:

- ❖ Write the topic ("How is HIV transmitted or acquired?") on the flip chart.
- ❖ Ask participants to list ways that HIV can be transmitted and write their responses on the flip chart.
- ❖ Add items in brackets if not mentioned by participants (sexual intercourse, blood transfusion (donated blood is now screened), pregnancy, childbirth, breastfeeding, sharing knives, needles, or syringes (for circumcision or drug use).

Explain to the girls;

HIV is passed between people in three main ways: **1) Sex** – unprotected sex with an infected person **2) Blood to blood** – from an HIV infected people's blood to another i.e. through an opening in the body such as a cut, from a transfusion or sharing things that cut or pierce the skin e.g. razor, needles, knives **3) Mother to child** - from an HIV infected mother to her baby during pregnancy, at the time of birth or through breastfeeding.

Discussion topic 3:

- ❖ Ask participants: in what ways, can adolescent girls and boys avoid getting STIs and HIV/AIDS?
- ❖ Write their responses on the flip chart.

Explain to the girls: *You will now have a chance to assess your own risk of being infected with HIV and STIs, if you do certain things. I am going to read a list of statements and you will tell me whether each statement puts you at a risk of HIV*

But before that, we can start with an energizer. The girls or the mentor can come up with one.

Activity 4.2: Risky and non-risky behaviors and practices

4a (Mentor)

Facilitation steps:

Read each statement from the list of “HIV Risk Assessment Statements” below. Ask participants to share their opinions and discuss with the group for each of the following statements:

- ❖ Before reading the list of statements on the HIV risk assessment, ask: if you do this, are you at risk of being infected with HIV?

HIV Risk Assessment Statements

- If you hug, kiss or massage your friend. [Not a risk]
- If you don't protect yourself when handling blood. [Risk]
- If you are bitten by mosquitoes. [Not a risk (for HIV, but is a risk for malaria!)]
- If you share a razor with a person with HIV or AIDS. [Risk]
- If you only have sex with one partner. [Less risky if you are BOTH faithful, use protection and have both been tested for HIV and STIs]
- If you live, work or play with a person with HIV or AIDS. [Not a risk]
- If you have injections, tattoos, or piercings. [Risk – if needles are shared]
- Getting a blood transfusion. [Risk]
- Shaking hands with a person who has HIV [Not a risk]
- Being sneezed at or coughed on by a person with HIV or AIDs [Not a risk]

Ask the following questions:

- 1) Does knowing that some things are definitely or probably a risk worry you?
- 2) If you were explaining information on risky or non-risky behaviors to a friend, what would you say first?

SESSION 5: GENDER AND GENDER BASED VIOLENCE

Activity 5.1:

Understanding gender and gender roles



5b (Mentor)

Mentor notes

Facilitation steps:

- ❖ Ask girls to describe the pictures they see on the flip side
- ❖ Explain that this is a non-traditional gender role. Traditional gender roles are not necessarily the correct one

Read out the following story;

Lokoru is 28 years and he is a married man with two children. Lokoru is from Lorikitae village, and just like most communities in Karamoja, Lokoru is not expected to engage in household chores perceived to be for women such as taking care of children, cooking, collecting firewood etc. Lokoru is different from most men in their village. Ever since he got married, when he has not gone to graze cattle, Lokoru helps his wife with house work e.g. when the wife is cooking or far in the bushes collecting firewood, Lokoru fetches water with his bicycle and washes plates. When the child is sick, Lokoru takes the child to the health centre while the wife remains home to do other house chores. But most men in the village laugh at Lokoru and they say he is a weak man.

One day, Lokoru was sited with other men under the 'men's tree'. One man called Lomer asked Lokoru..." has your wife bewitched him? Why are you shaming men in this village?"

Lokoru responded..." there is no shame in sharing household responsibilities with my wife. That's why we have a healthy relationship, we discuss issues and we support each other. And I want all my sons to grow up as real men who are strong enough to support their mothers, sisters and wives."

Discussion: After reading out the story of Amina

Ask the girls what they think about the story? Ask them whether it happens in our community? What is the benefit of Lokoru sharing house roles with the wife?

Explain that; Gender is the behavior, cultural, or personality traits typically associated with one sex male or female. It is about the roles and responsibilities associated with males and females

Explain that; In every society, gender norms and gender roles influence people's lives, including girls' lives. That is why for example in Wajir, women and girls are expected to construct huts, men and boys are expected to tend to cattle Explain that gender roles are not static and can be done by males and females. Gender roles can be different in every society.

Tell the girls that you will read a statement. If you think it is true, raise your hand. If you think it is not true, don't raise your hand. Have the girls close their eyes when doing this activity?

Gender Statements

- ❖ Girls should take care of the household chores – **[it's not true]** – both girls and boys can do household chores
- ❖ Girls should not go to school and should have babies instead – **[it's not true]** – girls have the same rights and opportunities to go to school and finish, instead of staying home to have babies
- ❖ Girls should all get married – **[it's not true]** – girls too have a choice, to decide to get married, when and to whom
- ❖ Girls should not work in jobs men do – **[it's not true]** – girls can do work/jobs that men/boys can do and vice versa
- ❖ Girls should work instead of getting an education – **[it's not true]** – girls too have a right to education
- ❖ Girls and boys are equal – **[True]** – girls and boys have equal rights and equal opportunities
- ❖ Men should tell girls what to do – **[it's not true]** – girls too can make decisions on what to do and what not to do
- ❖ Men are better than women – **[it's not true]** – most of what men can do, women too can do. And what women can do, men too can do
- ❖ Only men can start businesses – **[it's not true]** – women too can start and own businesses
- ❖ Men should oversee a household – **[it's not true]** – women too have the capacity to take charge of the household

Activity 5.2: Understanding gender based violence, prevention and response

To the girls:

- ❖ Let the girls review the above pictures.
- ❖ Ask them what is happening in the pictures? e.g. a man is grabbing a widow's property
- ❖ Ask the girls; Does what is shown in the pictures happen in our community?
- ❖ What other forms of violence against women and girls happen in our community? And write on a flip chart

5b (Mentor)

Notes for the mentor

Explain to the girls that; you will be discussing a very serious topic that may be hard for some of them. Remind the girls that this is a safe place, we are all here in a trusting and open environment. If a girl is uncomfortable they may have the option to leave.

- ❖ Gender-based violence (GBV) is violence involving men and women. Most times, the act of violence is done by men to the women and girls.

Examples include; (read off the list...)

Physical: slapping, pushing, hitting, kicking, biting, etc.

Sexual: rape, being forced into sexual contact (including within marriage), defilement – occurs with a person below the age of 18 years per the laws of Uganda

Emotional: name-calling, putting down, insults, threats: "If you...I'll kill you!", intimidation: gestures, looks, smashing things and isolation (being kept from seeing or talking to others, not allowed to go out).

Economic: not allowed to have a job, no control over financial resources, etc.

Discussion: Ask the girls what they think some of the causes of gender based violence are?

Explain that; the main root cause of gender-based violence is gender inequality. Men tend to have more power over women. In some cultures, women are not viewed as equals to men and this is the root cause. Gender-based violence is wrong. It is never okay.

Violence against girls and women happens in every country in the world. It happens to rich people and to poor people. It is difficult to know exactly how many girls and women have experienced violence. Women and girls often do not tell others about violence they have been through because

of the shame and stigma attached to it and because many people think that it is a 'private' or 'family affair'.

Discussion: Ask the girls; If we are victims, who can we talk to? Write their responses on a flip chart and discuss what services they would find from each category

Examples: The police, health center, your family members, your friends, your community leaders, your religious leaders.

Activity:

- ❖ Ask the girls to form a short drama of one of the forms of Gender Based Violence in the pictures above.
- ❖ Ask them to formulate songs that can help to raise awareness on Gender Based Violence

Note to the mentor: Ask participants to discuss some ways men and boys can be involved in preventing gender violence in the community.

5a (Girls)

Activity 5.3: Gender-Based Violence and Safety - Community safety



5b (Mentor)

Activity 5.3: Gender-Based Violence and Safety - Community safety

Objectives of the session:

- ✚ Create a gender map of your community
- ✚ Discuss safety within your community

Facilitation Steps;

1. Ask the girls what we can do in our community to help us to be safe? Place a big paper on the ground in the middle of the room.
2. Explain that we are going to make “gender maps” of the community that show which places or spaces outside of home are primarily for men and boys (where they go to meet, play, or engage in other activities safely); which places are primarily for women and girls; and which are for both.
3. Work with girls to draw a large map of the community. Allow the girls to draw while you guide. First ask them to draw important features such as rivers, roads and key buildings to orient the group.
4. Then fill in the map with other community landmarks like markets, mosques, schools, shops and sports fields. Write labels next to the pictures.
5. Ask girls to mention places where they feel safe to walk during the day. Have them draw an S for safe on the map in those areas.
6. Ask girls to mention places where they feel safe to walk during the night. Draw an NS on the map in these areas.
7. Ask girls to mention places where they feel unsafe to walk during the day. Circle these areas on the map. After circling these areas, ask why these areas are not safe.
8. Ask girls to mention places where they feel unsafe to walk during the night. Circle responses on the map with a different marker. After circling these areas, ask why these areas are not safe.

Discussion Questions

- a) Ask girls which gender (and age) groups can be found in these places?
- b) Which places are risky for boys also? When? Why?
- c) Ask what times of day are these places safe? At what time do they become unsafe? Why?
- d) Can you tell about any seasonal changes in safety in these places? Why?
- e) Does anyone tease you or harass you as you go about your business?
- f) Are there adults in the community who will help you if you are in trouble in one of the places?
- g) If you didn't have a place to sleep, there is someone in the neighborhood who would take you in?
- h) Do you have someone to turn to in difficult times?
- i) How can girls avoid danger in the community?
- j) Are there times when we have to go to riskier places? Why?
- k) How can we remain safer if we have to pass through those places?
- l) Do you have a plan to avoid harassment in the streets? Allow volunteers to share.

Final Thoughts

- ❖ Explain that; there are several forms of violence against girls and women from childhood to old age.
- ❖ Knowing our community safe places help girls stay safe and avoid harm. Every girl must have a plan to always stay safe.

SESSION 6: LIFE SKILLS FOR LEADERSHIP

To the girls:

- ❖ **Ask one of the girls to read and explain in the story of Khadija**

Akello's Story

Kadija is a community mobiliser in her village, in Arbajahan. In her village, there is an increasing number of girls who are getting pregnant early, very young, un-married and others are dropping out of school. Khadija and some members of her committee decided to hold a meeting with the whole villagers to sensitize the village members about early pregnancy and the need to keep girls in school.

On the day of the meeting, Khadija, called all the villagers to the meeting,

Unfortunately, very few people turned up for the meeting and Khadija had to re-schedule the meeting for the next week, because she felt the issue to be discussed was of serious concern to all the villagers.

Kadija then agreed with her committee members to mobilise house per house. She went door -to-door inviting villagers and reminding them of the importance of their attendance. She carried a poster with the message, "Come to our meeting – we need to find solutions together!" Kadija walked through the entire village, convincing other leaders too like Imam, councilors, Shura leaders, elders, women and youth to attend her meeting.

On the morning of the meeting, she could see villagers gathering at the meeting place. She could not believe her eyes! Within minutes, most of the village had gathered and Kadija started the meeting. People were interested in what Khadija had to say, and after the meeting, many told her that they were glad they had come.

Facilitation Steps:

After the girls understanding the story of Khadija

- ❖ Write the topic (“What is leadership?”) on the flip chart. **Ask the girls what a leader is?**

Explain that; A leader is a person who guides or directs a group.

- ❖ Ask participants to share what they think of Kadija’s story? Write their responses on the flip chart.
- ❖ Divide girls into three groups. Ask each group to think of any leader they respect in their community. And discuss the qualities that make them a leader?
- ❖ Ask each of the girls to stand one by one and mention the qualities they have identified that make that person a leader?

Examples:

- ❖ Good character
- ❖ Commitment
- ❖ Good communication
- ❖ Courage
- ❖ Focus
- ❖ Giving
- ❖ Initiative
- ❖ Listening
- ❖ Passion
- ❖ Positive Attitude
- ❖ Problem Solving
- ❖ Responsible
- ❖ Self-Discipline
- ❖ Caring
- ❖ Friendly

Explain to the girls:

Every single girl in this safe space has leadership potential and holds leadership qualities within. They may not even yet know that they have leadership qualities and skills. Tell the girls this training will help them to recognize those leadership qualities and it should help them develop those qualities in the future.

Discussion:

- ❖ Ask the girls to share their own ideas of what they think they need to do to become a leader.
- ❖ Write their responses on the flip chart.

Explain to the girls that; leadership is not about age, but what you do in your community to bring about change. How you mobilise other people to do good things in the community

Encourage them that they can start to be leaders.